



# **Writing** **Narrative**

### Outcomes

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| <p>WES1.9<br/>Engages in writing texts with the intention of conveying an idea or message.</p> <p>WES1.10<br/>Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.</p> | <p>WES1.11<br/>Begins to use letters to represent known words when spelling.</p> <p>WES1.12<br/>Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.</p> |
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### Context

This class had been involved in shared reading of a variety of literary texts. They had discussed the structure of these texts and wrote a joint construction. This text is a joint construction created by teachers and students. The indicators refer to what the whole group has been able to achieve together.

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| <p>WES1.9 <i>contributes to joint construction activities, writes short, even, single sentence texts for a variety of purposes</i></p> <p>WES1.9 <i>dictates a range of text types for adults to write: observations, descriptions, opinions, recounts, narratives, procedures</i></p> <p>WES1.9 <i>uses some stages of narrative, eg orientation, complication</i></p> <p>WES1.9 <i>writes basic descriptions</i></p> <p>WES1.10 <i>repeats words naming key characters, eg bears, girl, clown</i></p> | <p>WES1.10 <i>uses action, thinking, relating verbs, eg last, think, was</i></p> <p>WES1.10 <i>uses evaluative language, eg sad, funny, angry</i></p> <p>WES1.10 <i>uses noun groups, eg a girl with golden hair</i></p> <p>WES1.10 <i>uses reported speech, eg The bears said that ...</i></p> <p>WES1.10 <i>writes compound and complex sentences</i></p> <p>WES1.10 <i>writes statements/sentences that give information</i></p> <p>WES1.10 <i>uses adverbs and adverbial phrases to indicate when, where, how etc</i></p> <p>WES1.10 <i>uses simple past tense</i></p> <p>WES1.10 <i>uses simple present, past and future tenses</i></p> |
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### The Clown Who Lost His Laugh

Once upon a time there was a clown. The clown was sad because he had lost his laugh. He didn't think anything was funny anymore. So he went into the woods to see if he could find his laugh.

In the woods he met the three bears. He asked the bears if they knew what had happened to his laugh. The bears said that a girl with golden hair had come into their house and eaten porridge, broken a chair and slept in their beds. The bears said that the girl might have stolen the clown's laugh. So the clown went further into the woods to look for the girl with golden hair.

As luck would have it the girl with golden hair was walking through the woods on her way to her grandmother's house.

When the clown asked if she had seen his laugh she said that all she had seen were three very angry, very hairy, growly, grizzly bears.

The clown thought this was very funny and started to laugh.

*Links with other outcomes: Talking and Listening ES1.1. 1.2; Reading ES1.7*

#### Where to from here?

Further development of the orientation to develop setting and characterisation. Model development of complication.

## Outcomes

WS1.9

Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

WS1.10

Produces texts using the basic grammatical features and punctuation conventions of the text type.

WS1.11

Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

WS1.12

Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

## Context

This text was a joint construction with the teacher. Students were read the fairytale *Cinderella* and discussed the orientation, complication and resolution. The teacher assisted with the typing of the final version.

# Narrative

WS1.9 creates elementary stories

WS1.10 starts writing compound and complex sentences

WS1.10 uses action and relating verbs, eg do, went, was

WS1.10 uses adjectives to provide more information about nouns

WS1.10 uses different types of verbs (action, thinking, seeing, feeling, being and having) in own writing

WS1.10 uses evaluative language, eg bossy, sad

WS1.10 uses past tense relatively consistently

WS1.10 uses pronoun references

WS1.10 writes a simple sentence of a single clause

WS1.11 spells some more familiar words

WS1.12 recognises letters on the keyboard

WS1.12 types simple sentences with assistance

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework.

One day an invitation to the ball came to the family. Her step sisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her.

The Fairy Godmother came and helped her get to the ball. Cinderella danced with the prince. The bell went when it was 12 o'clock. Cinderella took off her smelly shoes and went to the beach.

She changed her name to Cindersmella.

Links with other outcomes: Talking and Listening S1.1, 1.2; Reading S1.7, 1.8

### Where to from here?

Model the use of adjectives to develop characters, eg 'Cinderella danced with the tall, handsome prince'. Model skills used to vary sentence patterns and develop more complex sentences, eg change word order on sentences to vary sentence beginnings. Model the use of feeling and thinking verbs to express the feelings and attitudes of the characters, eg 'Cinderella enjoyed dancing with the prince'. Model development of complication and resolution.



### Outcomes

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Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

WS1.10  
Produces texts using the basic grammatical features and punctuation conventions of the text type.

WS1.11  
Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

WS1.12  
Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

### Context

The students were studying a Science and Technology unit on 'Plants' and used their field knowledge of the topic to create a narrative. After referring to texts in the room, this student proofread his work and inserted punctuation before having a conference with the teacher. This is a first draft.

WS1.9 creates elementary stories

WS1.10 starts writing compound and complex sentences

WS1.10 uses adjectives to provide more information about nouns

WS1.10 uses different types of verbs (action, thinking, seeing, feeling, being and having) in own writing

WS1.10 uses past tense relatively consistently in a recount

WS1.10 uses pronoun references

WS1.10 uses quoted speech

WS1.10 usually uses most common punctuation marks, eg spaces between words, lower-case and upper-case letters, full stops

WS1.10 writes a simple sentence of a single clause

WS1.11 writes letters for double vowels, as in seed, need

WS1.12 forms most letters of the alphabet correctly

The seed that grew and grew.

One day there was a snail walking in the rain forest in his home. He said "I need a new house. he ~~find~~<sup>found</sup> a little tree. This will be my home." he said Tomorrow I will move in." The next day when he came back the tree was bigger The tree got bigger and bigger every day. The tree turned into a big vine. It got caught by a strangler fig.

Links with other outcomes: Talking and Listening S1.1; Reading S1.7, 1.8

### Where to from here?

Use familiar narratives as models to identify and label orientation, complication and resolution. Locate the use of quoted speech in familiar narratives and use this as a model to construct joint narratives with quoted speech and correct punctuation. Develop resolution through discussion/questioning, eg 'What happened to the snail?'. Focus on developing handwriting skills.

### Outcomes

WS2.9

Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.

WS2.10

Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.

WS2.11

Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

### Context

After *Possum in the House* was read to these students, a joint construction of a narrative was written, using the scaffold on display in the classroom. The students were then asked to write their own individual narratives related to the book. In this sample, when the student prepares the final draft for publication, the labels for the stages of the narrative will be omitted.

WS2.9 combines ideas in writing

WS2.9 structures text types in appropriate stages

WS2.9 uses other texts as models for aspects of writing such as text organisation, grouping of information under headings

WS2.9 writes fuller descriptions of people, animals, objects and places

WS2.10 uses a variety of time conjunctions and connectives to sequence events, eg First he went, Then he went, Next he went

WS2.10 uses action and relating verbs, eg He made a big mess, The possum was very tired

WS2.10 uses correct punctuation in published version of own writing, eg upper-case letters, full stops, question marks and commas

WS2.10 uses evaluative language, eg tired, cute

WS2.10 uses past tense in recounts and narratives

WS2.10 uses 'possum' as the theme (beginning focus) in many clauses

WS2.11 identifies possible spelling errors in own writing, eg by circling or underlining doubtful words

WS2.11 spells many common words correctly in own writing

### Narrative

#### Possum In The House

Orientation: Once there was a small possum who went to visit a house.

Complication: The Possum was very tired and hurry. He went in different places to find food. He made a big mess.

Events: First he went into the cupboard in the big kitchen. Then he went into the small washing basket. The Possum's next stop was the study room. The Possum hiding in the bookshelves. Next he went to the lounge and he hid in the stereo. ~~man~~ and after his visit to the lounge, he went to the bath room! In the bath room he squirted all the tooth paste out. Then he hid in the toilet!

Resolution: Finally the Possum went in my bedroom and the Possum went to sleep on my bed. He looked very cute there.

Links with other outcomes: Talking and Listening S2.1; Reading S2.7, 2.8

### Where to from here?

Encourage the student to read the work aloud to a peer or teacher to identify errors, eg 'He went in different places to find food'. Focus on using a variety of action verbs, eg 'He crawled into the ...'. Focus on building noun groups to describe characters' appearance. Build a word bank of evaluative language. Focus on characters' reactions to events. Discuss strategies for presentation of final draft.



### Outcomes

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| WS2.9<br>Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features     | WS2.11<br>Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words. |
| WS2.10<br>Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type. | WS2.12<br>Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.               |

### Context

Amy was involved in a unit of work called 'Into different worlds'. She was encouraged to imagine an experience in which she moved into a different world. This is the final draft.

- WS2.9 demonstrates self-editing skills
- WS2.10 combines clauses by using 'and', 'but'
- WS2.10 uses a variety of time connectives in recounts and narratives
- WS2.10 uses action, thinking and relating verbs, eg went, decided, was
- WS2.10 uses correct punctuation in published version of own writing, eg upper-case letters, full stops, question marks and commas
- WS2.10 uses noun groups to build descriptions, eg a hairy monster with wings
- WS2.10 uses past tense in recounts and narratives
- WS2.10 uses simple cause-effect relationships
- WS2.11 spells many common words correctly in own writing
- WS2.12 joins letters when writing texts using NSW Foundation Style
- WS2.12 writes for an audience using consistent shape, size, slope and formation in NSW Foundation Style

One Saturday night I went to bed really early because the next day was my birthday. But that night I couldn't get to sleep. I decided to go down stairs and have a hot milo. Just when I was about to get out of bed, I heard something banging on the window. I slowly walked to the window and opened the curtains. I looked outside and there staring at me was a hairy monster with wings. He was huge. I opened the window the monster put his nose down. I think he wanted me to climb on him. So I carefully climbed up. He made this grunting noise and flew away. My heart started pounding really fast. I closed my eyes. Finally we stopped. I opened my eyes, and looked around. There were all these monsters the same as the monster I was on. I jumped off the monster I was on and walked around. Suddenly all the monsters started to gather around me. Then they started singing their voices were horrible. I blocked my ears and closed my eyes. I decided to open my eyes. I was lying in bed with Mum and Dad singing happy birthday. Whoa that was close.

Amy

Links with other outcomes: Talking and Listening S2.1; Reading S2.7, 2.8

### Where to from here?

Model the development of complication and resolution so that the resolution is linked to the events of the complication. Explore techniques to develop characters beyond physical description. Model the use of dialogue through either direct or indirect speech. Focus on evaluative language to describe characters' reactions, feelings, eg 'I was terrified when ...'. Build word banks of evaluative language expressing fear, apprehension. Focus on a variety of nouns for naming, eg 'creature', 'monster'. Model paragraphing skills. Model techniques for combining ideas into more complex (multi-clause) sentence patterns. Develop slope in NSW Foundation Style.

## Outcomes

WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing.

WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

## Context

The students were studying a unit on 'Water' and were given a photograph of a bridge collapsing. They were asked to write a creative response.

WS3.9 creates more detailed stories	WS3.9 varies choice of theme (beginning focus of clause)
WS3.9 experiments with narrative structure by introducing complication in orientations	WS3.9 writes detailed descriptions
WS3.9 uses a variety of action verbs, eg rummage, crawled, scrambled	WS3.10 uses conjunctions and connectives to connect ideas
WS3.9 uses different types of verbs, eg action, thinking, seeing, feeling, linking	WS3.10 uses simple cause-effect relationships
WS3.9 uses direct (quoted) speech	WS3.11 consistently makes informed attempts at spelling using a multistrategy approach
WS3.9 uses evaluative language, eg betrayed a look of death, careful, looked in horror, sorrowful cries	WS3.12 uses a variety of print and script styles for effect
WS3.9 uses noun groups to build descriptions, eg the small sturdy road	WS3.12 uses computer software programs and associated hardware to format a variety of texts

## BRIDGE STORY

BY REBECCA

5/6

"What the hell happened here?" I asked myself, as if expecting an answer. My voice echoed amongst the ruins of the bridge.

Just a couple of days ago the same bridge stood proudly over the small sturdy road. I began to rummage through the slabs of splintered wood. For some reason I was experiencing guilt, as if it was somehow my fault. I remember how I used to come here every morning and watch that old lady feeding the birds, as she sat solemnly among the rocks by the bridge. Then an awful thought crossed my mind. What if she was asleep when the bridge fell?

I wanted to look for her, I crawled through a small hole made by a heap of wood. As I scrambled further down a piece of chipped wood came flying past my face, followed by another and another. Dust was irritating in my eyes and rubbing them only made it worse. I paused. There was a faint cooing noise somewhere in the darkness. Stepping closer, I heard it becoming clearer and louder. There, before me appeared a tiny bird cooing softly and sadly. I recognised one of the birds that the old lady used to feed. Its legs looked swollen and its eyes betrayed a look of death. "You poor thing, look at you!" I exclaimed, scooping the tiny, cold thing in my arms.

I had to be very careful, for if I made one wrong move, the wood pile might cave in on me. Ducking under a tiny hole lead into a small clearing. On the dusty floor there lay what appeared to be a heap of rags. Curiously I stepped closer and peered over. I covered my mouth and looked in horror at the sight of the old lady lying there so still, dead.

The birds were surrounding her and were staring at me, as if I was going to do something about it, but I couldn't, I simply couldn't.

I fell onto my knees beside her, trying to hold the tears back. The sorrowful cries of the birds didn't make it any easier. I buried my face in my hands and cried.

THE END

Links with other outcomes: Talking and Listening S3.1; Reading S3.7

### Where to from here?

Explore new fields for narrative writing, possibly using multicultural perspectives. Introduce narratives that experiment with structure in various ways. Encourage the students to experiment further with narrative structure.



### Outcomes

WS3.9

Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

WS3.10

Uses knowledge of sentence structure, grammar and punctuation to edit own writing.

WS3.11

Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

WS3.12

Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

### Context

These students had written three narratives either as joint constructions or independent constructions and had discussed models of character development and text structure. This is a final draft.

WS3.9 creates more involved stories

WS3.9 uses a variety of drafting techniques

WS3.9 writes detailed descriptions

WS3.9 writes paragraphs that contain a main idea and elaboration of the main idea

WS3.10 uses conjunctions and connectives to connect ideas

WS3.11 spells needed words correctly with effective strategies for attempting and checking unknown words

WS3.12 produces legible writing

#### . THE LIFE \* \* Deikar Coin

. By Anna and Annelise.



Boom! Boom! The sound of his footsteps, echoed through the restaurant. The outrid stench of his nappy and it conveys ~~the~~ makes you turn green with disgust.

Awkwardly lying wedged between two floorboards with a monstrous baby isn't my favourite to spend the summer holidays.

Being a one dollar coin splendid life. It's every thing compared with a 5c, 10c, or 20c piece. Of course we are all jealous of the two dollars who for the lot with twice the amount and are respected more than any of us other coins and they just love it. (snow-ones)

Note: This is the end of orientation.

This is the beginning of one of the complications

That evening a blackbearded man who I presume was the pay phone collector emptied me into his sack with numerous other coins and took me to the bank where I slept soundly until I was woken the next morning and passed to a lady and her son, a boy with sticky fingers. They took me down town, met up with some friends and then a boy, after asking his mother's permission threw me into a wishing well.

I have never been in one of these before and rather enjoyed the thrill of the rippling water tickling my five kangaroos.

Note: this narrative not complete.

- shown are sections of the narrative including orientation, some of complication and the resolution.

The shop keeper son, Marc, had been kidnapped earlier that day and the shop keeper had been asked to pay \$1 million in cash as ransom. Coincidentally the shop owner also worked at a bank as a senior partner, who earned quite a decent amount of money so there-for he was able to pay the ransom. Me and a whole lot of other coins were placed in a dark potato sack and dumped in an abandoned rubbish bin in an alley way next to the hotel chimney. Leaving the coins behind. The shop keeper went on his way back to his incomplete home. All according to the directions on ransom note.

End of one complication

Beginning of resolution

The father should be with him soon. On arrival at the air port they paid for two adult one way tickets to southern Bulgaria (a place where there are very few police). Strangely enough I was some of the money used to pay the plane fare. Handing over the money to a lady at the check out grabbing the tickets then running off, they left me quite speechless. Soon after a chuckling, chubby man came running past. Out of breath he stopped at the counter.

"Excuse me lady, I'm running quite late for my plane to Bulgaria. I tell you the truth I am a terrorist. I can release and I've managed to collect all the other coins except for the one dollar, and I do so like the kangaroos, so if you could swap me a one dollar, I would be ever so grateful." Thanks madame, tooles! He exclaimed.

AND YES YOUR RIGHT! I went on the plane to from San Francisco to Bulgaria and now I live comfortably in a bungalow in Bulgaria. It's a lovely life here, especially with that gorgeous blonde. Poppy.

Links with other outcomes: Talking and Listening S3.1; Reading S3.7, 3.8

#### Where to from here?

Explore the entry and re-entry of minor or supporting characters to the plot. Develop the students' self-editing skills, particularly through the use of spell checks and dictionaries, and the use of correct pronoun forms. Develop NSW Foundation Style handwriting, particularly joined letters, slope and letter formation.